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ABSTRACT

This document consists of the five issues of "Volunteer Voice," the newsletter of a Tacoma, Washington, English-as-a-Second-Language (ESL) training project, issued as volume VIII, during the period June 1990-February 1991. The first issue provides a bibliography of recommended books for ESL tutors and teachers on the following topics: general literacy, comprehensive texts, pronunciation guides, audiovisual aids, cultural information, vocational ESL, and language learning and teaching methods. The second issue reports upcoming literacy conferences and also provides a "Draw the Pictures" activity, a Vietnamese folktale, and an activity from a refugee concerns workshop. Storytelling activities and physical, oral, and written exercises from the Refugee Women's Alliance are given in the third and fourth issues. The focus in issue 5 is on volunteers moving into professional fields. Teaching suggestions for using news items, handling homework, and role playing are also offered. Each issue contains illustrations and lists of resource materials. (LB)

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VOLUNTEER VOICE

Volume VIII, No. 1 June 1990
The Training Project
Tacoma Community House

VTP News

For those of you anxiously awaiting news of Chris Gilman's Kobe capers, rest easy. Chris and his family are adjusting happily to their new home. The Conference was another great success with over 200 participants from 9 counties - as well as friends from Oregon - enjoying the 25 workshops offerred. June took trainers to Pasco, Seattle, Tacoma, and Bremerton.

VTP Bibliography

Here are some of the books we recommend for ESL tutors and teachers. Of course there's no such thing as the perfect text, so you may have to pick and choose or adapt some of these materials to the particular needs of your student(s). Each person has his or her own style and approach to teaching so different texts work for different tutors. We have included a sampling of books for a wide range of student levels and skills. **NOTE: The letters P, B, and I indicate which ESL level (Preliterate, Beginning, and Intermediate) the book is appropriate.** There are also books for teachers on language teaching theory and methodology and some resources on specific cultural groups. There is information on ordering these books on the last page. We also have almost all of these titles in our library at Tacoma Community House if you want to look at a particular book or just come and browse. Don't hesitate to call us if you need some help or more information. Ask for Marilyn at (206) 682-9112 in Seattle or 383-3951. We've included some of our favorites in this bibliography and hope you'll find some good materials and useful ideas for you and your students. While this list is similar to last year's, we've updated prices, added some new titles and selected all new samples. Please note that the prices listed may vary between distributors and are subject to change without notice to us. Happy tutoring!

THEY DON'T EVEN TRY TO TALK ENGLISH
I WONDER WHAT THEY'RE SAYING
THEY LOOK LIKE THEY'RE TALKING ABOUT US.
THEY'RE IN AMERICA NOW. THEY BETTER LEARN ENGLISH!

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from ESL for Action
"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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Activities

Communication Starters and Other Activities for the ESL Classroom Judy Winn-Bell Olsen, 1977. Alemany Press. $10.95 (Order from Alta)
Many different activities for all levels of students. **P B I**

ESL Operations: Techniques for Learning While Doing Gayle Nelson and Thomas Winters, 1980. Newbury House. $10.50
Over 40 lessons, each based on TPR. Daily activities are the basis for acquiring and practicing language. **P B**

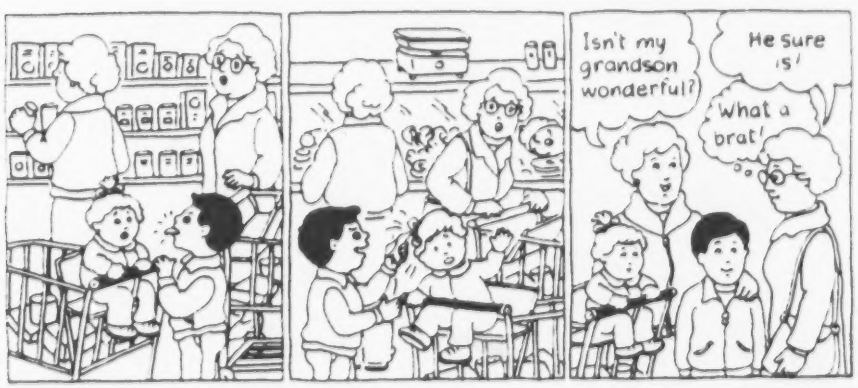
Games and Butterflies Katherine Kennedy and Ellen Sarkisian, 1979. New Readers Press. $6.95 (Order from New Readers Press, Pub. Division of Laubach Literacy International, Box 131, Syracuse, N.Y. 13210)
Games to reinforce all the language skills. **P B I**

Index Card Games for ESL Raymond Clark, 1982, The Experiment Press, $9.50 (Order from Alta)
Six basic games that can be adapted to all levels of students to practice literacy and conversational skills. **P B I**

Purple Cows and Potato Chips Mary Ann Christison and Sharon Bassano, 1987. Alemany Press. $19.95 (Order from Alta)
A wide variety of fun activities that encourage the use of all senses. **P B I**

Springboards: Interacting in English Richard Yorkey, 1984. Addision-Wesley. $8.60 (Order from Alta)
Lessons for high-level students that develop reading and writing and encourage oral communication. Memory Puzzles, logic games, crossword puzzles and other fun activities can change classroom place. **I**

Talk About Values: Conversation Skills for Intermediate Students Irene E. Schoenberg, 1989. Longman, Inc. $7.95 (Order from Delta)
Drawings, situations, and exercises encourage students to discuss values. A variety of fun activities allow the students to talk about their lives. **I**



How Honest Are You

from Talk About Values

Stepping Out: A Teacher's Book of Real-Life Situations Cristine Bunn and Sharon Seymour, 1989. Collier Macmillan. $16.95 (Order from Delta)
Practicing with calendars, want-ads, price tags, maps, menus and schedules to stimulate conversation, and fill-in-the-blank activities. **B I**

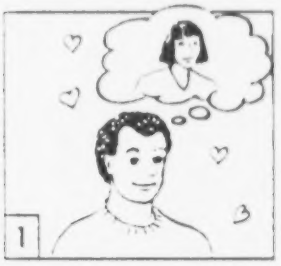
Before Book One: Listening Activities for Pre-Beginning Students of English Mary Ann and John Boyd, 1982. Regents Publishing Co. Student Book $8.50, Teacher's Manual $4.50 (Order from Alta)
Activities center on listening and non-verbal responding based on communication situations, e.g., writing down a phone number. Designed for very low-level students. **P**

Alice Blows a Fuse: Fifty Strip Stories in American English John R. Boyd and Mary Ann Boyd, 1980. Prentice Hall. $10.50
Scrambled dialogues are to be arranged in order based on context. Activities encourage conversation. Practical topics for intermediate and advanced level students. **I**

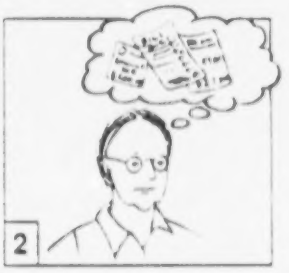
1. How does the woman feel? Is she worried? Why?
2. Are you worried now? Why? Why not?
3. When are you worried?
4. How does the baby feel?
5. What makes you cry?

from Language and Culture in Conflict

Thinking About Things

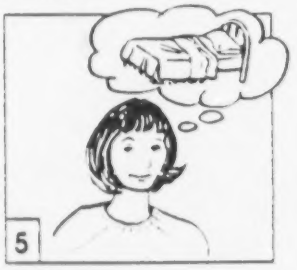


Mahmood
is thinking about
Ms. Fulana
in love



Mr. Chaam
is thinking about
money
worried

Dan
is thinking about
family
lonely



Eleni
is thinking about
bed
sleepy

from First Class Reader

Literacy

Impact! Adult Literacy and Language Skills Janice Motta and Kathryn Riley, 1982. Addison-Wesley. (Order from Alta)

Books 1, 2, and 3	$8.50 each
Teacher's Guide 1, 2,and 3	$5.50 each

Each lesson includes a detailed illustration to stimulate conversation, a story, and exercises to check comprehension. **P/B/I**

The New Arrival: ESL Stories for ESL Students: Laurie Kuntz, 1982. Alemany Press. Books 1 and 2 (Order from Alta) $6.45 each
Stories about a refugee's life in his homeland, refugee camp, and the U.S.A. Provides reading conversation, and writing activities for intermediate students. **P/B**

Tales from the Homeland: Developing the Language Experience Approach Anita Bell and Som Dy, 1985. (Order directly from Tacoma Community House, P.O. Box 5107, Tacoma WA 98405) $7.00
Describes the LEA, conversation and literacy activities, and includes personal and folk tales told by a refugee student. **P B**

A Writing Book: English in Everyday Life Tina Kasloff Carver, Sandra Douglas Fotinos, Christie Kay Olson, 1982. Prentice Hall. $7.00
Practical writing skills with such topics as banking, writing letters and other everyday tasks. Not suitable for pre-literates. **B I**

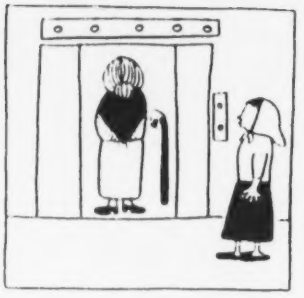
Language Experience Approach to Reading (and Writing): LEA for ESL Carol Dixon and Denise Nessel, 1983. Alemany Press. $11.95 each
A detailed guide to using LEA at all levels. A good introductory book on theory.

In Print: Beginning Literacy Through Cultural Awareness Long/Spiegel-Podnecky, 1988, Addison-Wesley. $9.20, Teacher's Guide $9.00 (Order from Delta)
A reading and writing text for low level literacy students. Lots of pictures and exercises to draw out discussion of cultural issues. Suitable for native English speakers as well. **P B**

Stories We Brought With Us: Beginning Readings for ESL Carol Kasser and Ann Silverman, 1986. Prentice Hall Regents. $13.65
A collection of very short readings, each followed by true/false, matching, grammar, vocabulary, and comprehension exercises. Each story is given in two versions - one simple and the other more complicated. **B I**

First-Class Reader: An Integrated Skills Approach to Literacy Sharon Bassano and John Duffy, 1990. Alemany Press. $19.95 (Order from Alta)
A beginning reader, starting with listening exercises and working up to writing words, phrases, and short sentences. Reproducible pages. P B

The Magic Box



A plain country woman was visiting the city for the first time. She went into a very tall building. On the first floor, she saw an old lady standing in front of a door. The door was closed, and over the door there were lights.

Then the door opened. The old lady standing in front of the door went inside. Then it closed. A few minutes later the door opened again, and a beautiful young woman walked out! The country woman thought, "This is the door to a magic box! If I go inside the box, I will be beautiful when I come out."

She waited for the door to open again. Then she walked in. But inside the door, she saw a lot of buttons on the wall. And she didn't know which button to push!

II. Put these sentences in the correct order.

1 ____ The country woman came into a tall building.
2 ____ A beautiful young woman walked out of the magic box.
3 ____ An old woman walked into the magic box.
4 ____ The country woman saw many buttons on the wall.
5 ____ The country woman walked into the magic box.

from Stories We Brought With Us

Comprehensive Texts

Homebound English for Refugee Women (HER Project) Debbie Reck, 1981. (Order directly from Tacoma Community House) $15.00 each
23 lessons on survival skills, designed for beginning, preliterate refugees. Includes illustrations. **P**

A New Start: Functional Course in Basic Spoken English and Survival Literacy Linda Mrowicki and Peter Furnburough, 1982. Educational Books.

Teacher's Book	$12.95
Student's Book	8.50
Literacy Workbooks 1 and 2	5.95

(Order from Dormac, P.O. Box 270459, San Diego, CA 92128 (1-800-547-8032)
Survival curriculum for beginning adult learners who are either literate or preliterate. Emphasizes oral skills, but introduces survival literacy such as reading signs. **P B**

Milk and Honey: An ESL Series for Adults Bks. 1-4 and Workbooks, Michael Lanzano Jean Bodman, 1981, Harcourt Brace Jovanovich. (Order from HBJ International, Orlando, Florida 32887)
Four texts with accompanying workbooks make up this comprehensive series. Grammar, culture and functional uses of English are included. For beginning to high intermediate level students. **B I**

Conversation Book: English in Everyday Life Tina Carter and Sandra Fotinos, 1985, Prentice Hall. Books 1 and 2 $8.00 each.
Many small drawings provide topics for conversation and illustrate everyday situations. Dialogs, questions, and open-ended activities, plus writing activities. **B I**

What do you do if you are in the situations below?

Your new washable shirt shrinks the first time you wash it.

The chair you ordered from the catalogue store arrives broken.

The milk you just bought at the store is sour.

from A Conversation Book 2

Household Items

Listen to your teacher's questions. Look at the pictures below and tell your teacher where to put things. Use the conversation below and **in, on, over, under, between,** and **next to.**

A: Where should I put the _____**?**

B: Put it / them _____.

from Stepping Out

Pronunciation

English Pronunciation Exercises for Japanese Students Harriet Grate, 1974. Regents Pub. Co. $16.55 (Order from Alta)
Probably the best overall text for improving pronunciation of most ESL students, regardless of origin. Includes a diagnostic checklist and many drills. **P B I**

Whaddaya Say? Guided Practice in Advanced Spoken English Nina Weinstein, $11.55 (Order from Alta)
An intermediate to advanced level text to help students improve their listening comprehension of informal, everyday, spoken English. **I**

Back and Forth: Pair Activities for Language Development A. Palmer, T. Rodgers and J. Winn-Bell Olsen, 1985, Alemany Press. $19.95 (Order from Alta)
Pair activities to stimulate listening and speaking skills. The various activities in the book involve a detailed information exchange between partners that gives students conversation practice but also requires correct pronunciation to communicate. **I**

Visuals

Action English Pictures Maxine Frauman-Prickel, 1985. Alemany Press. $14.95 (Order from Alta)
Contains over 50 picture sequences of daily events. Can be used to build vocabulary, practice grammatical structures, incorporate into TPR activities, or as the basis for conversational and written activities. **P B I**

Drawing Out Sharon Bassano and Mary Ann Christison, 1982. Alemany Press. $12.95 (Order from Alta)
Describes activities to get students drawing and talking about their experiences and feelings. Includes many examples of student art and writing samples. **P B I**

Look Again Pictures for Language Development and Lifeskills Judy Winn-Bell Olsen, 1985. Alemany Press. $14.95 (Order from Alta)
Lessons designed around pairs of pictures. As students identify the differences between the pairs, vocabulary and grammar are practiced, and students explore aspects of American culture. **P B I**

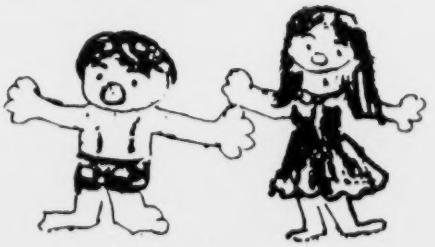
New Oxford Picture Dictionary of American English E.C. Parnwell, 1984. Oxford University Press. $5.95 (Order from Alta)
Each page is a scene covering one topic (e.g., Tools, The Law, Kitchen), with vocabulary lists. **P B I**

Can you find EIGHT differences between these pictures?

from Look Again Pictures

I want to watch TV
I want to eat.
I want to jump on the bed.
I want to drink something
I want everything!

American Children



from Drawing Out

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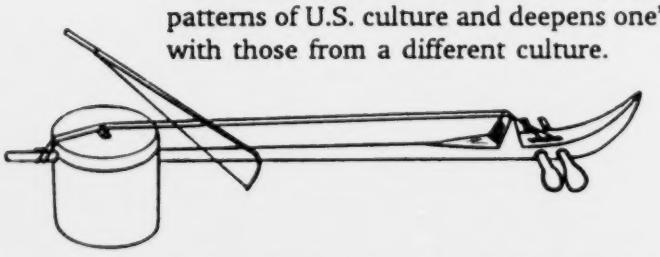
Cultural Information and Teaching Culture

The Culture Puzzle: Cross-Cultural Communication for English as a Second Language Deena Levine, Jim Baxter and Piper McNulty, 1987, Prentice Hall, $12.00
Includes culture notes with examples of common misunderstandings and readings on key concepts from the field of cross-cultural communication. Focuses on how to use American English appropriately in its cultural context. **B I**

Face to Face: The Cross-Cultural Workbook Virginia Vogel Zanger, 1985, Newbury House Pub., Inc. $10.50 (Order form Alta)
Allows students to examine the similarities and differences between their own cultures and American cultures through readings and structured interviews with Americans. American values, customs, attitudes and non-verbal communication patterns are addressed. **I**

Good Neighbors: Communicating with the Mexicans John Condon, 1985, Intercultural Press, $10.00
Examines the relationship between North Americans and Mexicans and gives insight into some of the cultural differences and potential areas of miscommunication.

American Cultural Patterns: A Cross-Cultural Perspective Edward C. Stewart, 1972, Intercultural Press, $6.95
A classic study of the assumptions and values of mainstream American culture as contrasted with other cultures of the world. Provides insight into the underlying patterns of U.S. culture and deepens one's knowledge and awareness in interacting with those from a different culture.



"Tshav Qug", two string violin with bow

Chicken feather looped around bee in order to locate honey.

Hmong planting stick for planting seed.

from Hmong Folklife

Refugee Information Series United States Catholic Conference, 1984, $2.00 each (Order directly from USCC, 1312 Massachusetts Ave. N.W., Wash. D.C. 20005)
One guide for each refugee group: Vietnam, Laos, Highland Laos, Cambodia, Afghanistan, Ethiopia, Poland, Romania and Czechoslovakia, Hungary, Iran, Cuba and Soviet Jews. Contains a brief history, cultural information and an update on the refugee crisis for each of these ethnic groups.

Good-bye, Lovely Land Chemeketa Community College, (Order from Sandra Stanley, 346 Snell Hall, Oregon State Univ., Corvalis, OR 97331) $16.00
Stories written by refugee ESL students in a community college program. Includes literacy, comprehension activities for the stories.

Hmong Folklife Don Wilcox, 1986 (Order directly from Hmong Natural Association of North Carolina, P.O. Box 1, Penland, N.C. 28765) $10.00
Stories and illustrations of traditional Hmong culture.

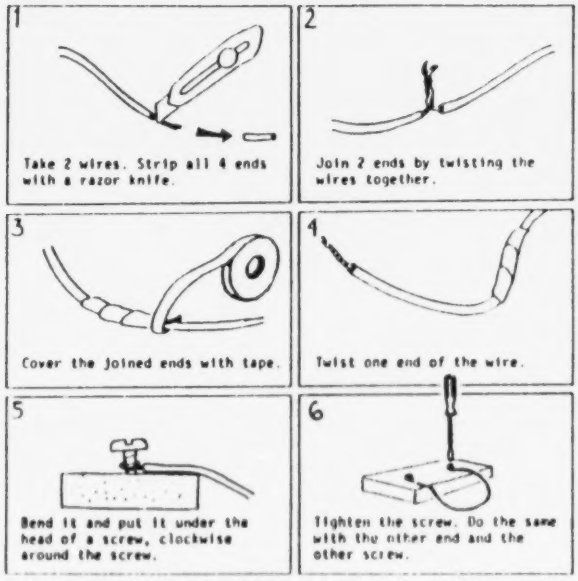
The Original Tracks: Portland Foxfire Project Portland Summer Youth Employment Program, 1983. (Order from Portland Public Schools, P.O. Box 3107, Portland OR 97208) $14.00
Interviews and first-person stories representing the ethnic groups in Portland, Oregon.

The Working Culture Book 1: Cross-Cultural Communication for New Americans David Hemphill, Barbara Pfaffenberger, and Barbara Hockman, 1989. Prentice Hall Regents $10.00
Situations to be discussed explore aspects of American culture - attitudes, manners, and customs. I

from A New Start

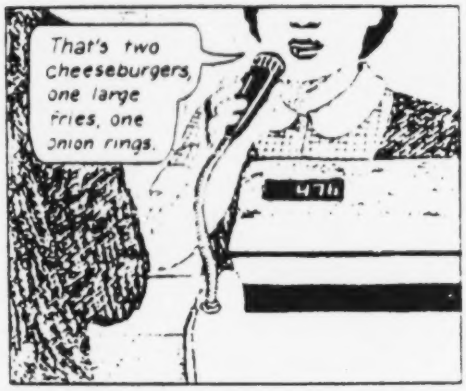
83 FOLLOWING AND GIVING INSTRUCTIONS — LAUNDROMAT

Activity


1
Take 2 wires. Strip all 4 ends with a razor knife.
2
Join 2 ends by twisting the wires together.
3
Cover the joined ends with tape.
4
Twist one end of the wire.
5
Bend it and put it under the head of a screw, clockwise around the screw.
6
Tighten the screw. Do the same with the other end and the other screw.

from Shifting Gears

Counter Worker
(Other Titles: Cashier, Order taker)



Take orders from customers.

Give orders to cooks using a microphone.

Get drinks and food for customers.

Add up customers' bills on cash register.

Collect money and make change.

from The Working Culture, Bk. 2

Vocational ESL

Speaking Up at Work Catharine Robinson and Denise Rowekamp, 1983. Oxford Univ. Press. Text $7.95, Teacher's Manual $3.95 (Order from Alta)
Pre-employment curriculum for students with some literacy skills. Emphasizes language activities which help students maintain their jobs and advance. **B**

ESL for Action: Problem Posing at Work Elsa Auerbach and Nina Wallerstein, 1987, Addison-Wesley $11.00, Teacher's Manual $5.60 (Order from Alta)
Lessons for the workplace based on Freire's problem-posing approach. **I**

Your First Job: Putting Your English to Work David Prince and Julia Lakey Gage, 1986, Prentice Hall. $7.25
Develops skills for getting a job and keeping it. Cultural norms and practical language for the workplace. **B**

Shifting Gears, Bks. 1 & 2 1983, Experiment in International Living. $19.95 each (Order from the Experiment in International Living, Kipling Rd., Brattleboro, Vermont 05301)
Developed for use by teachers in the refugee camps in S.E. Asia. Hands-on approach to vocational ESL with task oriented lessons. Multi-level. **P B I**

The Working Culture, Bk. 2 David Hemphill, Barbara Pfaffenberger, Barbara Hockman, 1989. Prentice Hall Regents. $10.00
A good book on career development - job counseling, applying, training, and promotions. **I**

Language Learning - Teaching Methods

Language and Culture in Conflict Nina Wallerstein, 1983. Addison-Wesley. $18.92 (Order from Alta)
Describes and justifies the Freirean technique of problem-posing as the best method to teach language. Includes sample lessons for intermediate level students.

Learning Another Language Through Action James Asher, 1982. (Order from Sky Oaks Publications, P.O. Box 1102, Los Gatos, CA 95031) $9.95
A complete teacher's guidebook for the Total Physical Response approach to teaching language.

The Natural Approach: Language Acquisition in the Classroom Stephen Krashen and Tracy Terrell, 1983. Alemany Press. $12.95 (Order from Alta)
Presents the authors' comprehensive view of how language is acquired and how it can best be taught in the classroom.

Teaching Languages: A Way and Ways Earl Stevick, 1980. Newbury House. $17.95 (Order from Delta)
A description of various current theories regarding the best ways to teach language Includes practical examples of techniques.

Teaching Listening Comprehension Penny Ur, 1984, Cambridge Univ. Press. $11.95 (Order from Alta)
An in-depth discussion for the ESL teacher of what is involved in understanding spoken language. This book offers ways to design exercises for your students that address particular listening comprehension difficulties.

Techniques and Principles in Language Teaching Diane Larsen-Freeman, 1986, Oxford Univ. Press. $7.95 (Order from Alta)
An analysis and comparison of eight common language-teaching methods for new and experienced teachers.

Preventive Mental Health in the ESL Classroom: A Handbook for Teachers J. Cohon, et al, 1986. (Order from American Council for Nationalities Service, 95 Madison Ave., New York, N.Y. 10016) $6.50
Discusses the role of the ESL teacher in the resettlement process for refugees. Because of the traumatic experiences that refugees often go through and the difficulty of adjusting to life in a different culture, refugees are at greater risk for mental health problems than the population at large. The ESL class can play an important role in reducing the psychological distress refugees may experience. Ways to help students with stress reduction and mental health difficulties are suggested.

Ordering Information

Books from Alta Book Center or Delta Systems can be ordered by phone; otherwise, you'll need to order from the book's publisher. Check the bibliography for these. Here's the information you'll need:

Alta Book Center (800) ALTA/ESL
14 Adrian Court
Burlingame, CA 94010

Local Alta Representative (206) 839-6638
Warren Beecraft
P.O. Box 3418
Kent, WA 98032

Delta Systems, Inc. (800) 323-8270
570 Rock Road Dr., Unit H
Dundee, IL 60118

Prentice Hall Regents (201) 767-5937
Mail Order Processing
200 Old Tappan Rd.
Old Tappan, New Jersey 07675

Newbury House (800) 638-3030
Harper & Row, Pub.
Keystone Industrial Park
Scranton, PA 18512

Intercultural Press, Inc. (207) 846-5168
P.O. Box 768
Yarmouth, ME 04096

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Tacoma Community House
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Tacoma, WA 98405

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VOLUNTEER VOICE

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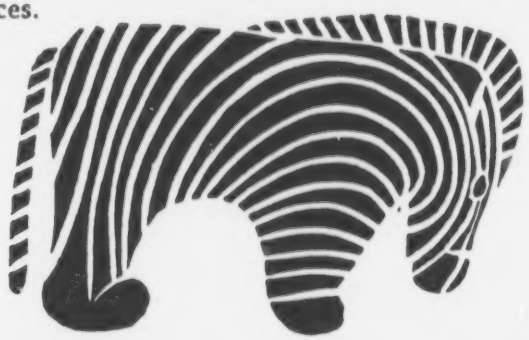
Tacoma Community House
Training Project

VTP News

We know summer's over when our fall schedule includes trainings in Spokane, Tacoma, Wenatchee, Olympia, Seattle, Bellingham, and Bremerton - all within six weeks. Whew!! And there's more training available with three conferences in October. Here's your chance to gain new skills as you share your perspective with the professional ESL community. Take advantage of this great opportunity to network with other ESL teachers socially and professionally. In addition to these announcements, we've got some teaching ideas, a folk tale with a Vietnamese author and Korean illustrator, and information for getting your hands on cultural resources.



Visions International Conference: TRI TESOL

October 25, 26, and 27 Red Lion Inn / Columbia River Portland, Oregon

This international conference invites ESL teachers working with K - 12, adult, and university students from British Columbia, Oregon, and Washington to share ideas and resources with each other. Workshops presented by leaders in ESL worldwide will cover a vast variety of topics - academic and vocational ESL, refugee concerns, computers, practical teaching ideas, and linguistic research. ESL textbook publishers will display and sell their materials.

Pre-registration fee is $40 by October 12; additional $10 membership fee for WAESOL (Washington Association of Educators of Speakers of Other Languages). WAESOL membership allows you to receive a quarterly newsletter and access an ESL Job Line.

To request registration information, call Diana Calas at 206-828-6640 and leave your name and address.

LITERACY 2000: from reading and writing fundamentals to vocational and college entry/ from confident functioning in a culture to effective understanding and use of information in a modern world.

WHAT Plan to join an international conference for community-based, workplace, learner-centered, and volunteer programs that highlights innovative research, practise, and program models

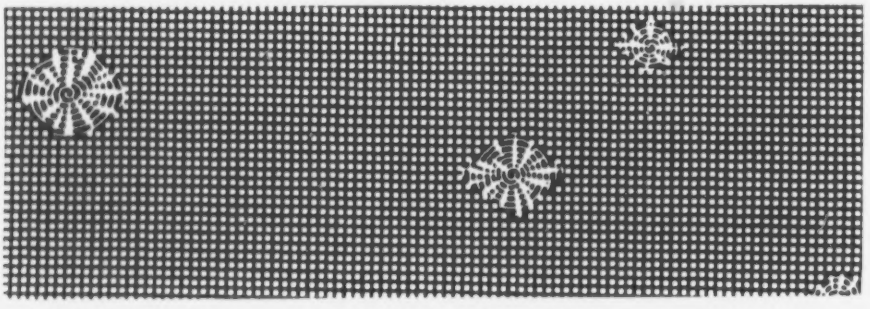
WHEN October 18, 19, 20, 21 1990

WHERE Douglas College, 700 Royal Avenue, New Westminister, B.C. Canada

HOW For conference information, call 604-527-5472 or write

Literacy 2000 Conference
Douglas College
Box 2503
New Westminster, BC, Canada V3L 5B2

$150 (Canadian) before September 7; $180 after September 7; deadline October 5



Developing Family Strength Through Literacy

October 4 and 5 at University of Puget Sound, Tacoma

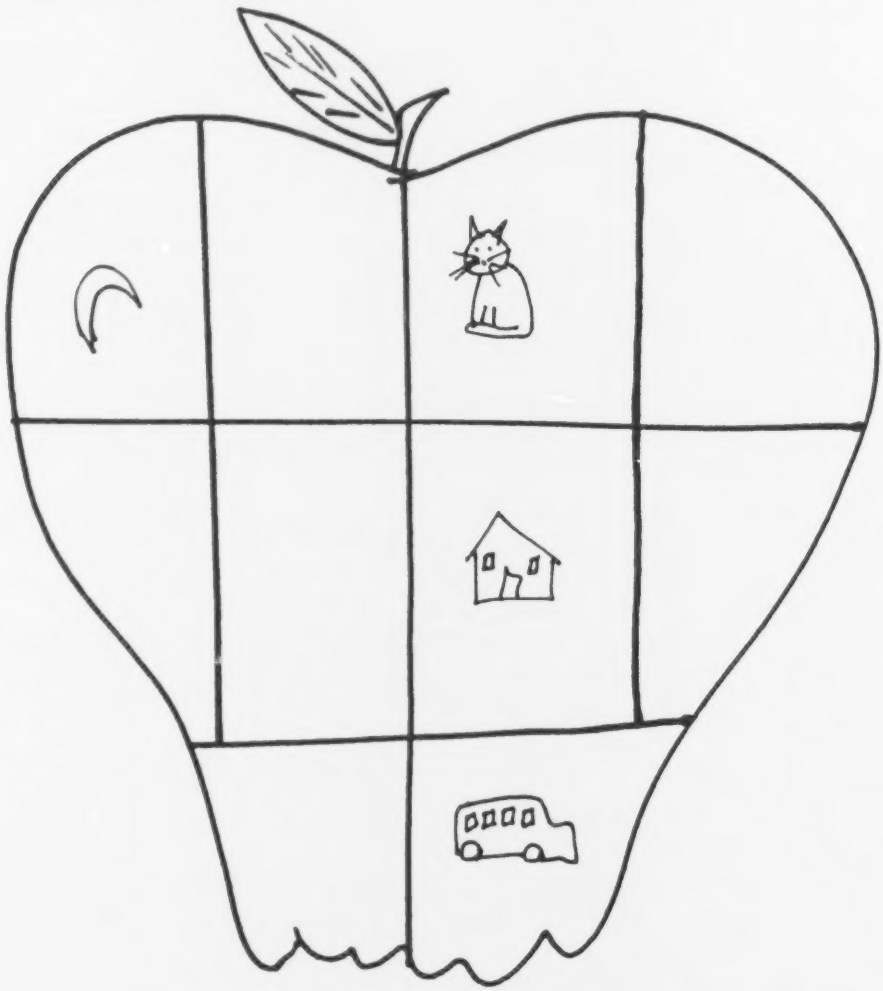
The conference, sponsored by the Pierce County Even Start Consortium together with the Washington State Adult Basic Education Center for Program and Staff Development, will feature speakers from the Kentucky Family Literacy Program on how to implement and improve family literacy programs. Other presentations will focus on parent education, multicultural issues, social services and resources, vocational needs of ESL and literacy students, and lesson ideas.

Pre-register by September 21; $25 registration fee

For more information, contact Debbie Reck at Tacoma Community House (206) 383-3951 Tacoma or 682-9112 Seattle

Draw the Pictures

This is a great activity for following directions and practicing new vocabulary. First, give the directions orally; then, give a filled-in picture to one student who can give oral directions to his partner or you. Students can begin by drawing the pictures with visual cues. Later, add the written words to the picture cue cards for students to copy in the blanks. This activity can be endlessly simplified, expanded and varied. Just follow your students' needs and interests.



The **BUS** is in the bottom right corner. Above the bus is the **HOUSE**. The house is between the bus and the **CAT**. The **WOMAN** is between the **MOON** and the cat. Below the moon is the **MAN**. To the right of the cat is the **CAR**. Next to the bus is the **STAR**. To the left of the house is the **FLOWER**. Below the car is the **SUN**.

excerpt from handout of 1990 Volunteer ESL/ Refugee Concerns Conference workshop by Tim McDaniel, TCH ESL teacher/ grad student

A Bundle of Sticks : A Vietnamese folktale

Once upon a time, there were a father and three sons in a family. The father was a rug-maker. His sons were Tashi, Mashi, and Sashi. When the father became very old, he turned the shop over to his sons.

Tashi made the patterns.
Mashi mixed the beautiful dyes.
Sashi worked at the loom.

One day there was a prince, who was to marry a princess, and the vizier called all the rug-makers to make rugs to give the princess. He said, "The princess will choose the finest rug, and a generous prize will go the weaver."

So the three rug-maker's sons wanted to get the prize for themselves, and then they quarreled with each other day by day, and things changed from bad to worse. After that, the rug-maker called his sons together and ordered them to bring him some sticks.

He took one stick and asked, "Is it easy to break this one?"

"Easily," his sons answered.

The rug-maker took a bundle of sticks and asked again, "Is this easy, too?"

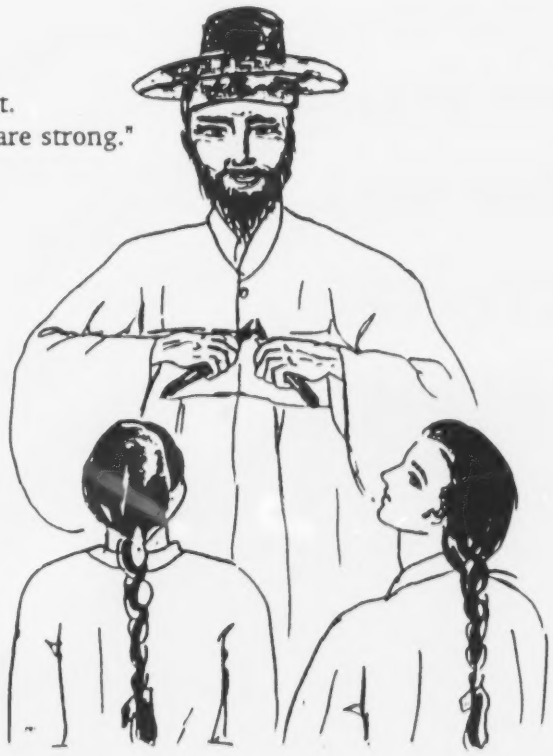
His sons answered, "The bundle of sticks is too strong!"

Now the rug-maker said, "You can see for yourselves alone you are weak, but together you are strong." For that reason, the three rug-maker's sons agreed with each other, and worked together to try for the prize, and got a good result:

The colors flashed in the sun.
The pattern pleased the princess' eye.
The weaving was smooth and perfect.

Finally, they know what the advice meant.
"Alone, each one is weak. Together, we are strong."

By Hiep Tran



illustrations by Una Kim

BEST COPY AVAILABLE

I Know Everything About This Picture

This is one of my favorite activities, and it's also one of the easiest. Bring some pictures to class. They must be big enough for everyone to see them. I mount mine on cardboard (from cereal boxes and such) for durability, but that isn't necessary. Each picture should contain some people.

At the beginning of class, I choose a student at random and say, "Pick a number between one and ten." If the student says "four," I give him/her the fourth picture from my little stack. The picture is shown to every student, and then the chosen one hold it up and says, "I know everything about this picture."

Now, the other students ask questions about the picture. Some questions will be easy - "How many people are there?" "What color is her hair?" "Where is he from?" "What is he doing?" Some are more difficult - "How long has she lived in America?" "What is she planning to do tonight?" "What is he thinking?"

The chosen student answers every question as it is asked. ("I don't know" is not an acceptable answer!) No answer is wrong unless it directly contradicts something in the picture (don't say the red coat is blue.) The students must think up names, jobs, relationships, and so on, using their imagination. The teacher can supply vocabulary when it is absolutely needed, but it is the student who is the know-it-all.

The teacher encourages questions and answers, but rarely gives them. The students will ask questions at their ability level, and gradually acquire fluency in common questions/answer patterns. The new vocabulary is learned in context.

I use this activity every day as a warm-up, and it can be a lot of fun. It's also nice to see students becoming fluent through practice. I get pictures from magazines, especially ads. "National Geographic" and "Life" are great. You can get magazines from friends, relatives, doctors and dentists.

Afterwards you may want talk about the picture yourself, to clear up misconceptions or bring up something of interest that was passed over. Students can learn a lot about history, geography, and culture.

excerpt from handout of 1990 Volunteer ESL/ Refugee Concerns Conference workshop by Tim McDaniel, TCH ESL teacher/ grad student

from Conversation Book 2

from Impact Book 1

from Look Again Pictures

Cultural Information Resources

Two Volags - agencies that sponsor refugees into the United States - have produced cultural materials for Americans assisting refugees in their resettlement process and these booklets are available to you.

Soviet Evangelical Christian Ethnic Profile (free single copies)

World Relief
316 Maynard Ave. South
Seattle WA 98104
(206) 587-0234
Attn: Julie

United States Catholic Conference Refugee Information Series ($2 each/ check)

Afghanistan
Cambodia
Czechoslovakia
Cuba
Ethiopia
Haiti
Highland Laos
Iran
Laos
Poland
Romania
Soviet Jews
Vietnam

United States Catholic Conference/ MRS
3211 4th St. NE
Washington D.C. 20017
Attn: Ha Ngny

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VOLUNTEER VOICE

Tacoma Community House
Training Project

Volume VIII, No. 3 September 1990
Funded by Washington State Division of Refugee Assistance

TRAINING PROJECT NEWS

It's great to be back at the Community House, and it's been fun editing this newsletter. In fact, storytelling is such a favorite topic of mine that the next issue will also include student stories and teachers' stories of using student stories in class. Have you collected a favorite story or some original drawings from your student? I'll do my best to include them in future newsletters. Just send a copy to us at the address on the back of the newsletter.

ReWA, the Refugee Women's Alliance, in Seattle has been abuzz lately with tales of clever rabbits, foolish peasants and princes, beautiful maidens, and talking animals. The Evenstart students from Eritria (Ethiopia), Laos, the Ukraine, Cambodia, Vietnam and the Republic of China, together with their ESL teachers, director Judy deBarros, TCH's own Elisabeth Mitchell, and storyteller Cathy Spagnoli have been telling folktales and developing an ESL curriculum to accompany them. We include in this newsletter excerpts from the curriculum (soon be to available: look for ordering information in a later newsletter) and stories from various corners of the world to inspire you to explore with your student the joys and magic of storytelling.

> Storytelling by refugees holds great significance. It provides refugees an opportunity to share stories of their choosing, whether cultural folktales, as discussed here, or personal stories of flight, as seen in the finely stitched Hmong storycloths. These stories empower refugees with a way to keep a part of their original cultural identity and to share this with others, including their own children. (from the Storytelling Project Curriculum)
>
> - Anita Bell

THE HERON AND THE FISH

Once upon a time, a heron stood by a beautiful little lake for many days, watching the fish swimming in the water. He told the fish he was fasting and would not eat them. One day he told them of a bigger, more beautiful lake that he had seen and offered to take them there. "It is a bigger lake. You will have more room to swim around and have a good time."

The biggest fish who was the leader of the fish said, "I will let you take me to see the big lake, then when I come back, we can decide."

So the heron held the big fish gently in his beak and took him to the new lake. He swam around all day and had lots of fun exploring the new lake. Then the heron took him back to his friends. The fish decided they would like to move to the big beautiful lake.

Each day, the heron flew some of the fish to the new lake, but he did not let them go into the lake. Instead, he ate each one. Al last there was only a small crab left in the little lake. He had watched the heron take each of the fish. The heron was hungry, so he wanted to eat the little crab, too.

"Crab, I will take you to the new lake to join your friends. Let me pick you up in my beak." The crab said, "No, I will hold on to your neck with my claws."

So the crab held on to the heron's neck, and they flew to the big lake. But looking down, the crab saw the bones of the fish that the heron had eaten. So the crab was angry. He asked the heron to take him close to the water, and he could swim away.

The bird thought he could eat the crab as soon as he landed, but the crab did not let go. He pinched the bird's neck very hard with his claws and the bird died. So the crab lived very happily in the lake for the rest of his life.

from Laos

The sample activities accompanying the curriculum (pages 4-7) are drawn from this story.

Exerpts from THE STORYTELLING PROJECT CURRICULUM from ReWA (Refugee Women's Alliance)

Storytelling is a wonderful tool to use in ESL classrooms. . . . After you've given some story examples, have students recall their stories, in small groups or pairs. Use a tape recorder, if feasible. Encourage visual sketches for those with little English. Have stories taken down exactly as told. Don't edit or change the teller's language. The original is most valuable. After the story is collected, try to discover all that you can about the story: when it was told, where it was told, and by whom. You may find valuable clues to that culture's storytelling traditions. Collecting tales takes time, unless you happen upon a real community storyteller. Otherwise, stories come out slowly as memories bump into each other. Do not expect full, detailed tales. Many people can remember only fragments and bits. But even the bits will be useful and can be shaped into tellable stories.

(The curriculum stresses that much time should be devoted to collecting the stories and to preparing for "public" performance - perhaps telling a story to a small group of students, to family members or friends. To loosen up and enliven the class there are several warm-up activities.)

WARM-UP ACTIVITIES

VOICE Yawn, stretch, hum. Pant like a dog. . . . Students can make environmental or animal sounds from their own countries. Not all animal sounds are alike from one culture to another. . . .

TONGUE TWISTERS Repeat "Peggy Babcock" five times quickly. Or try a Spanish favorite to loosen tongues: "Mi mama me mi mima mucho." The instructor's willingness to try tongue-twisters herself will help students warm up to the idea of making amusing and silly sounds.

Traditional riddles contain marvelous images, perfect for sharpening storytelling language. Try some Indian ones and collect more from students:

Water of two colors in a single pot.	(egg)
One blanket covers the earth.	(sky)
An old woman who only eats wood.	(wood stove)

GESTURES Some people will feel shy to use body movement. Begin with simple mimes of daily actions - do them in various speeds and moods. Try "charades" or "Simon says." Instructors should be prepared to model serious and silly gestures. . . . Invite someone in to share American sign language or a dancer who knows signs from the beautiful Khmer dance. Have students describe common objects using gestures only.

PERFORMING THE STORIES

(The curriculum suggests that the student select one story and "polish" it for performance. Use visual aids - sequence pictures of the story, a map of where the action occurs, props of items in the story, costumes, puppets, a flannel board. Have the student listen to her/himself on tape for feedback and repeat the story for language practice.)

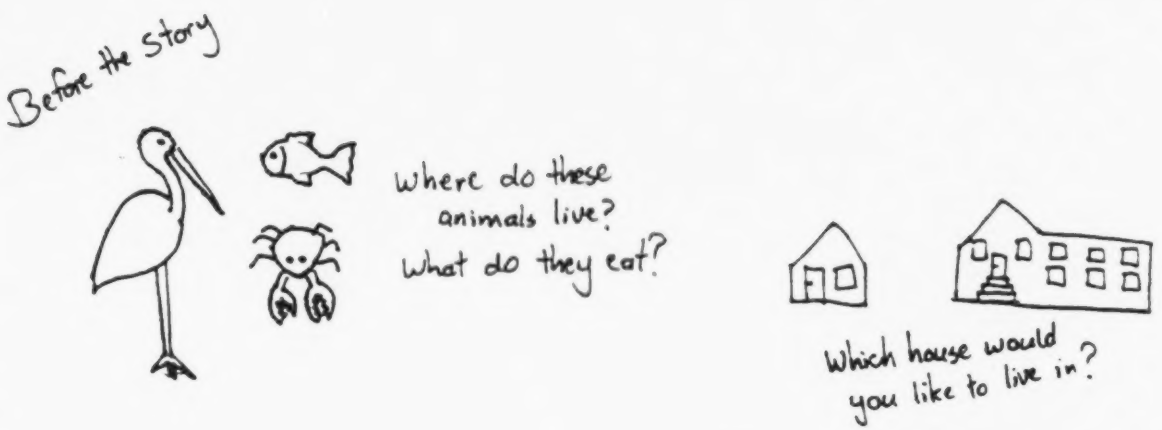
ESL ACTIVITIES

When language skills improvement is part of one's goal, it is tempting to jump right into these activities. However, the importance of the story collecting and sharing cannot be over- emphasized. There is much language activity during that stage, and it should not be hurried.

ANTICIPATION (PRE-STORY) ACTIVITIES

These activities enhance comprehension by encouraging students to think about what might happen in the story - what issues or events might come up and what the content is. These exercises also give students a safe, fun opportunity to take risks in English and make guesses. . . . Language learning is full of ambiguity. Anticipation exercises provide students with a way to become more comfortable with this ambiguity.

1. Look at illustrations, cards, map or story strip. Let the students make guesses - don't tell the story.
2. Look at props - puppets, flannel pieces.
3. Demonstrate a gesture that you plan to use in the story and have the students guess what it might mean. They will be eager to listen to the story to see whether or not their guesses were correct.



COMPREHENSION CHECKS

Students need to understand the basics - vocabulary and the general ideas and movement of the story.

1. Check understanding of vocabulary.
2. Check general comprehension by going through the question hierarchy: yes/no; either/or; where, when, what, how; why.

vocab. check
show me the heron
the big fish
the crab
the little lake

Question hierarchy

Did the fish live in a small or big lake?
Did the heron take the crab first?
Did the heron wait to eat the fish?
Was the heron honest?

Where did the fish live?
What did the heron tell the fish?
When did the leader fish go to the big lake?
How did the heron carry the fish? the crab?
Why did the fish believe the heron?

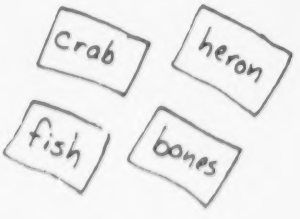
LANGUAGE EXPERIENCE ACTIVITIES

After the story is strong (in terms of being told), have the students who are able to, write the story. If a student is not able to write yet, have her dictate the story to you. It is important for pre-literates to feel at ease using the language they have. Writing and reading can be intimidating. For this reason, the stories should be written in the student's own words. This means there may be errors in the writings. More advanced students may request and may be ready for help with their grammar. Pre-literate students may need practice with other aspects of the language before they are ready for grammar instruction.

After the stories are written, have students read their stories. Follow up with some of the activities listed below.

Oral Activities

1. Students draw on index cards and retell story.
2. Provide one set of index cards with pictures and another set with matching words - have students match the picture with the word.
3. Play concentration with the cards.
4. Use index cards (of pictures or words) for categorizing practice: find all the verbs, all the words that start with "b".
5. Practice verb tenses with the cards.
6. Use TPR (total physical response), gestures, puppets, a flannel board - anything that combines some physical movement and use of the language.
7. Map a story or make a storystrip; practice retelling the story.
8. Provide practice with different ways of saying the same thing.
9. Change the story - "What if. . . ?"



Written Activities

1. Put the sentences in right order.
2. Put sentence halves together.
3. Do a cloze (fill in the blanks: leave out every nth word)
4. Use five new vocabulary words in non-story related sentences.
5. Using the complete text, underline certain categories of words (adjectives, words that show someone was talking, etc.)
6. Write a play based on the story. Have students take roles and perform!

So the heron held the ___ fish gently in his beak ___ took him to the new ___.

You will have more room to swim around and have a good time.

CROSS-CULTURAL EXERCISE

You are apt to have students from many different cultures in your class (or, if you tutor one-to-one, you can tell or have your student read stories from other cultures). Storytelling provides a unique opportunity to share cultural information in a relaxed setting. The exercise below consists of five parts. Work through each of the five parts in the order given.

1. Tell or read the story.
2. Describe (comprehension checks).
3. Personalize (has this happened to you? do you know a story like this? how would you feel if this happened to you?)
4. Cultural comparison (how is it the same or different in your country?)
5. What do you think? (give personal opinions, express preferences).

Lesson Plan: The Heron

Tues. 10/9
- Anticipation exercises
- Tell story
- Vocab check
- Question hierarchy
- Student reads story

Thurs. 10/11
- Review story
- ESL activities
  - oral
  - written

Tues 10/16
- Personalize
  - Do you know a story like this?
  - How did the leader fish feel? The crab?
  - How do you feel if someone lies to you?
- Cultural Comparison
  - Tell a story where one animal tricks another.
  - Do you or others in your culture fast? Why?
- What do you think?
  - How could the fish know if the heron was honest?
  - How can you tell if someone is lying?

sing Sayarong

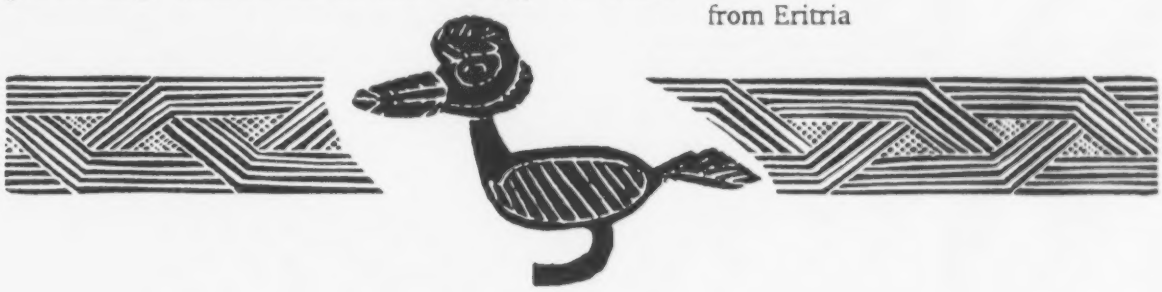
JONAS THE FOOL AND THE HEN

Jonas' hen lays egg every day. His friend Sami came and said, "Your hen lays one egg a day. Why don't you kill the hen and take out all the eggs at once?" Jonas said, "OK," and killed the hen. He found only one egg. He was very mad.

Sami said, "Why don't you buy my hen? It lays gold every day." And he put one dollar in the hen. Sami say, "You will see." They wait, the hen lays the dollar.

Jonas bought the hen. He waited the next day, got nothing. And killed it the next day and got nothing. Now he had no hen. No egg. No dollar.

from Eritria



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VOLUNTEER VOICE

Tacoma Community House
Training Project

Volume VIII, No. 4 November 1990
Funded by Washington State Division of Refugee Assistance

Training Project News

It's time to Meet the Trainers! Tacoma Community House is fortunate to have as trainers four people who have impressive credentials as ESL instructors and who also have valuable cross-cultural experience. Their concern for students as well as high teaching standards mean stimulating and worthwhile trainings and workshops for **you.**

The newest trainer, **Becky Boon-Mills**, is no stranger to Training Project conference goers, since she has presented workshops on literacy techniques. Currently teaching at the University of Washington, Becky has eleven years of ESL experience in places as far-flung as Mexico, Japan and central Seattle. Among her favorite teaching jobs have been her four years as a refugee ESL instructor.

Community-based adult education is the specialty of **Hilary Stern-Sanchez.** Her eight years of experience have found her teaching in Washington, D.C. and Nicaragua. She has been a national trainer for Adult Community-Based Education and is now the academic coordinator in the ESL department at UW. When she takes a break from her students, she has a 20-month-old daughter to keep her busy.

Ten years of teaching refugees and immigrants, including her present teaching position at Seattle Central Community College, have given **Kathleen Holloway** - our veteran Project trainer of 2 years - experience with a wide variety of levels of academic and vocational ESL. Her work and travel in Germany and Central America have deepened her interest in cross-cultural issues. She also has taken some wonderful photographs of the people she has met in her travels.

Beginning with her Peace Corps experience in Oman in 1979, **Elisabeth Mitchell** has taught and administered in a variety of ESL programs. Currently an advisor in UW's MATESL program, she also accomplishes tasks as diverse as teaching storytelling to refugee women and teaching Arabic as a demonstration lesson for graduate students. She's also active in the professional organization, WAESOL.

Puppet Tales

Working with a mostly pre-literate class of African and Southeast Asian women at Refugee Women's Alliance (ReWA) in Seattle, Kathleen Holloway turned basic story-telling into a multi-media art form. Her creativity, patience and planning over numerous sessions helped bring out the creativity in her students as well as introduce and reinforce new language.

Borrowing puppets from the childcare program at ReWA, Kathleen used them to present dialogs for listening exercises. Listening to a dialog (at least several times) gives students a chance to hear realistic, useful language, test their listening skills by answering questions (what did the landlord say? why was the tenant angry?), and practice language by re-creating the dialog. Using puppets helps the teacher catch class interest and provide an element of realism by presenting two characters. The teacher can also model uses of inflection and intonation to indicate emotions.

During some of the class meetings in which she used puppet dialogs, Kathleen also had her students participate in a TPR activity, sewing buttons on cloth. Through this activity the vocabulary of sewing was introduced, and the students could relax as they learned new language while doing a familiar, non-threatening activity.

At a subsequent class, Kathleen - after raiding the puppet supply once again - told the folk tale of the Tortoise and the Hare. She told the story several times so that the women could become familiar with the words and actions. After a while, the students could tell the story on their own. The class discussed the qualities of the characters in the story (who was lazy? whom would you expect to win? why did the tortoise agree to the race?). The teacher also asked if the women knew of similar stories from their own cultures.

Two of the women recalled and briefly told stories to the class. A Cambodian woman told of a snail who challenged a rabbit to a race. With the help of many snail friends who impersonated him along the race route, the snail outwitted the rabbit and won the race. A Lao woman told of a broken-legged rabbit who could not walk, a blind deer who could not find food, and how they cooperated to help each other.

Other students did not come forth so readily with stories. Using a wall chart that showed many different animals, Kathleen introduced the names of various animals to the women. This sparked an animated discussion of which animal lived in whose country. Seeing pictures of animals and learning their names seemed to jog memories for many of the students. Seated informally around the table, looking at pictures, each of the women remembered a folktale about an animal to tell, or told anecdotes and information about real animals. Volunteer aides in the classroom wrote down each story as the women spoke.

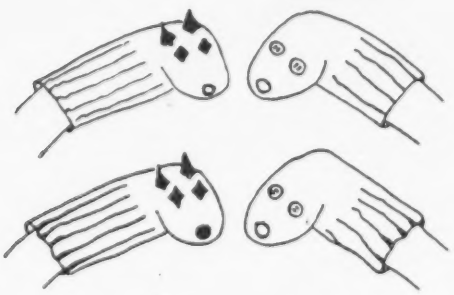
To the next class meeting Kathleen brought socks, needles, thread, and squares of felt and fake fur. Showing a sock hand puppet to the class, she encouraged the women to make their own puppets depicting the animals which they had discussed on the previous day. Some of the women were exceptionally creative as they crafted creatures from cloth, and all had a good time sewing, chatting, and enjoying their own and each other's creations.

After the puppets were finished, at a later class, Kathleen asked each woman to tell her story again, this time using the puppet. While everyone had spoken freely at earlier sessions, this was more like performance, so some of the students were shy about speaking out. One woman, though, whom Kathleen says is "a ham by nature" told her story with flair, drama and the afore-mentioned puppets, much to everyone's enjoyment. (When there isn't a brave student, then it is the teacher's role to model how fun it can be to tell one's own story as well as to listen enthusiastically to any original language the student can produce).

Later, at an end-of-the quarter potluck and party for the students and their kids, Judy deBarros, the director of ReWA, brought her children's puppet theater. With coaxing, some of the women told their stories with their puppets to the delight of their children. Even the women who were too shy to tell a story could at least make their puppets parade across the stage, so all could appreciate their handiwork. This extended classroom project of making puppets to accompany storytelling not only developed language skills but provided a way for the women to show off their creativity and give a gift of their own culture to their children and classmates.

Some of the stories the women told are included in this newsletter.

article by Anita Bell, illustrated by Elisabeth Mitchell



The Bear and the Coyote

The bear and the coyote, they go together.
They kill sheep, cow, goat.
And they don't fight their friends.
The coyote gives information about cow, sheep, and goats to bear.
Bear kills the cow, the sheep, the goat.
The whole family - the babies, everything - eat together.
They are friends.
The people, they take care of cow, sheep, goat.
If they go alone, the bear, lion, tiger eat the animals.

by Emuna and Nigisti of Eritrea (ReWA)

About Snakes

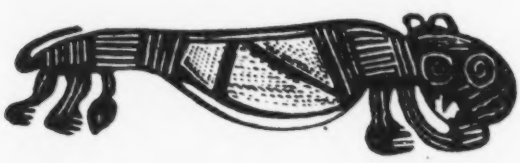
In Laos, big snakes bite pig. Pig die.
Many snakes. People can't go near. Snakes have something make people eyes can't see.

by Nai Hin of Laos (ReWA)

Big Cats

Tiger is nice.
Tiger he's sleeping. If you say something to him, he looks out and he hurts you.
If you look at him or throw something at him, he wake up; he kill you.
Lion, if you see him, if you don't see him, he come, he drinks your blood and throws you away. He's bad. If you see him and he doesn't see you, go away, because the lion is very bad. He's strong.
I'm afraid of lion. I'm not afraid of tiger. I like him.

by Nigisti of Eritrea (ReWA)



The Rabbit and the Snail

A long, ng time ago one day a rabbit walked at the beach. The rabbit sees the snail swimming in the water. The rabbit says to the snail, "Hello! How are you?" The snail says, "I am very good."

The snail and the rabbit want to have a race. The rabbit is very fast. The snail cannot run because the snail doesn't have feet, but the snail is smart and has idea to run the race. The snail tells the other snails to follow around the beach and help in the race.

The rabbit doesn't know there are many snails in the race. The rabbit thinks there is only one snail. The rabbit starts to run around the beach and stops to call the snail. The snail says, "Yes!" The snail is in front of the rabbit. The snail had won the race because he was smart and had help from his friends.

by Moeun of Kampuchea (ReWA)

Survival Tidbits

Does your student understand if someone says, "Unh-huh," shrugs shoulders, makes a "thumbs up" or and "OK" sign (the latter is obscene in some cultures), or cautions, "uh-oh"? You can provide a relaxing break in class as well as teach a bit of American culture by doing a response drill that requires a gesture or non-word utterance as response.

For a valuable early literacy activity, rather than have your student merely learn to write her name and address, put her new literacy to work by having her fill out the blue slip required in the reception areas of DSHS offices.

For those of you who provide transportation for your students to various appointments, consider taking the extra time to ride the bus. Then you've not only helped your student that day, but given her the tool to help herself on another day.

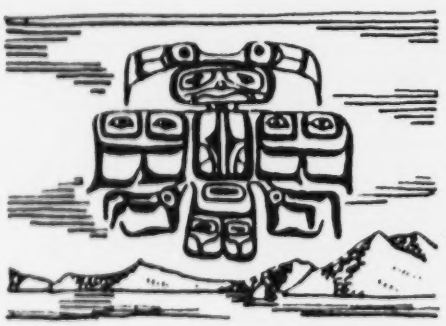
A Classroom Experience

Some years ago while teaching an ESL class of Polish and S.E. Asian students, I used as a reading exercise a Northwest Native American folktale I had re-written at a level appropriate to the class. I selected this story to remind the students that diverse cultures and world views have existed here over time, and I hoped the story would stimulate discussion and inspire the students to tell some of their own tales.

In the story, a greedy man wants more than his share of hiaqua, the beads used for trade and ornamentation. He badgers his familiar spirit, the Elk, to tell him where he can get a load of the beads. The spirit leads him to the top of Mt. Tahoma (Rainier) where he finds three great stones shaped like the elk, the salmon and the camas root. At the foot of the elk stone he finds a treasure chest of hiaqua which he grabs, then heads for home. On his descent he is assailed by terrible storms and realizes that he didn't thank the spirits for their gift to him. To placate the storm, he ends up throwing all the beads into the wind, then he sinks down into a deep sleep. Years later he awakens and returns to his village. His wife, whom he had treated shabbily - not allowing her to decorate her clothing with hiaqua -is now a respected and wealthy woman. She has been gathering healing herbs for her fellow villagers and has been rewarded by the gifts of gratitude. The man, tattered and decrepit, with no possessions remaining, realizes the error of his greed and resolves to live out his old age in simplicity, giving thanks to the spirits for his life.

Before the story, we reviewed and introduced vocabulary words and looked at objects and pictures of NW Indian art, old photos of village life, and pictures of Mt. Tahoma. The class read the story, stopping at the end of each paragraph for comprehension checks. Students asked each other comprehension questions about the story; drew, acted out or defined new vocabulary words; acted out the action, making up dialog. Even the lower level students (with some conversation in their own language) seemed to understand the story - its theme is common to tales from many cultures. The students from all countries were surprised to learn that therapeutic herbs grow here and that there are Americans who appreciate them!

The answers to one question I asked after the story demonstrated that folktales speak to students whatever their world view. I asked, why did the three stones at the top of the mountain look like an elk, a salmon and a camas root? One student replied, "They are important food;" another, "Those spirits lived on the mountain." Another student, after much leafing through her Polish-English dictionary, said, "It's the mythic consciousness of the people."



- Anita

Listening and Responding

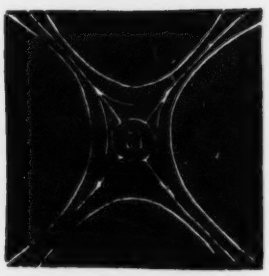
Joan Jones, a Missoula Voc-Tech teacher, has a class of pre-literate students. For some of the listening/pronunciation sessions she encourages developing literacy skills as well. On the left below is the paper she hands out to the students. On the right is what she says. The students circle one of the two responses to indicate what they have heard.

A.	1.	(1)	many	It is a red car.
	2.	1	(many)	Those are kittens.
	3.	1	many	There are ten girls.
	4.	1	many	I have a pen.
		etc.		
B.	1.	(?)	no ?	Is she pretty?
	2.	?	(no ?)	They are playing ball.
	3.	?	no ?	The children are watching T.V.
	4.	?	no ?	Did you eat breakfast?
		etc.		
C.	1.	(15)	50	fifteen
	2.	(13)	30	thirteen
	3.	12	20	twenty
	4.	18	80	eighty
		etc.		

Exercise A can be devised at higher levels of difficulty for even very advanced students. Exercise B emphasizes listening for voice intonation and can also be scaled up using several ways we indicate questions in English. Joan follows up the third exercise by having the students read what they have circled.

Self-preservation

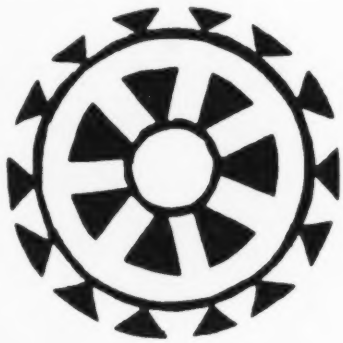
Cat and the chicken.
Chicken laid an egg.
The cat ate the egg.
The chicken yelis.
Chicken and the egg together eat the cat.
by Letekidan and Zaid of Eritrea (ReWA)



Cooperation

Rabbit broken arm.
Deer blind eyes. Can't see.
Rabbit says, "Hi, deer. How are you today?"
Deer says, "I'm fine, thank you, but blind eyes. Not food. Not walk."
Rabbit says, "Me too. I broken arm, not walk. I see street. I see food. I can tell deer, over there street. Over there food."
Deer says, "Thank you."
Rabbit sit on back of deer.
Rabbit says, "Thank you, deer."
Rabbit take care of deer. Deer take care of rabbit.
Deer says, "I never forget you. Thank you, rabbit."

by Khamkeaung of Laos (ReWA)



THE TRAINING PROJECT
Tacoma Community House
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Tacoma, WA 98405

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VOLUNTEER VOICE

Tacoma Community House
Training Project

Volume VIII, No. 5 February 1991
Funded by Washington State Division of Refugee Assistance

FROM VOLUNTEER TO PROFESSIONAL

Do you ever think about teaching English as a Second Language professionally, either here or abroad? Volunteers trained by Tacoma Community House have found employment here and overseas teaching ESL. The Peace Corps and other programs require that applicants have experience and previous training: working with refugees as a volunteer tutor counts! Three programs in the Seattle area offer further training in ESL techniques leading to a certificate in ESL. These programs are designed for those with a bachelor's degree, with or without a teaching credential, who are interested in employment in ESL.

Seattle University offers and intensive day program in Seattle and night classes in Seattle and Tacoma. Night classes are generally 3 credits each, while intensive day students take 9 credits at a time. Cost is $90 per credit. A certificate requires 12 credits. Credits can also be applied toward graduate degrees and for credentialing. For more information, call Dr. Nancy Butler Tulare at 523-4246.

Edmonds Community College has a 31.5 credit program (which runs over 4 quarters) which applies toward and add-on endorsement in ESL for those with teaching credentials. The course is designed to provide a solid grounding in ESL teaching techniques for those who are interested in teaching here or overseas. Most classes are 5 credits each and cost $321.75. For more information, call Ruthanne Brown at 771-1517.

Washington Academy of Languages offers a 24 credit program leading to a certificate and add-on endorsement for credentials in ESL, bilingual and foreign language education. Classes are held in the evenings at Seattle Pacific University. Each 3 credit class meets twice a week for 5 weeks. Cost to audit is $220 per class, and for credit, $325. For more information call, Sherry Schneider at 682-4463.

USING THE NEWS

Sylvie Kashdan, a volunteer with the St. James Refugee Program in Seattle, wrote recently to **Volunteer Voice**, describing a teaching/learning problem and the solution she found that works for her students.

"I have worked with a number of intermediate-level adult ESL students who have studied English for a year or more and who are frustrated by the difficulties they have in reading English language newspapers and magazines. They very much want to be better informed about current events and issues, but often find the language structure and vocabulary still too difficult to plow through on a regular basis. Luckily, two years ago I came across a simplified English language newspaper which has proven very satisfactory for these students. It is called **News for You**, and contains short articles on current topics, cultural background and some human interest stories that are in the national media. It also comes with a question and answer sheet to help students and teachers review and further explore some language structures, encourage conceptual thinking in English and encourage discussion.

"A good conceptual exercise in the newspaper involved students identifying facts and opinions. This can sometimes be more difficult for new English speakers than we might expect because of cultural backgrounds as well as language difficulties. I had a Spanish-speaking student from Latin America who had studied English for only two years, who had very little difficulty with the exercise. But I also had a very intelligent Amalrik-speaking student from Ethiopia who had studied English for over four years, who had a lot of trouble with the concept. The students were told that a fact is something which can be proven to be true, while an opinion is something that tells how people think or feel about something. They read an article about recent welfare reforms. They were then given a series of statements relating to the article and asked whether they were facts or opinions based on the article. So, for example, they were given the sentence, 'The U.S. Government has designed a new welfare program.' This statement was, as indicated in the article, a fact. They were also given the sentence, 'The new plan will be a big improvement over the old welfare program.' The article indicated that the new program had not yet been put into effect, and so its value could not be measured in any objective way, so this sentence had to be classified as someone's opinion."

If you are interested in getting this newspaper, call

NEWS FOR YOU
1-800-448-8878

A similar solution, with a special Northwest focus and designed especially for those who are learning to read English, is a new paper called **Northwest News.** Published monthly at North Seattle Community College, this paper includes local as well as national and international news items in an attractive format. This month's issue has - among others - articles about the Persian Gulf crisis, Martin Luther King, the situation in the Soviet Union, how to find cheap movie tickets, the Superbowl, and issues about the use of interpreters in court. Each month there's a human interest story about a recent arrival to the U.S., and there is an indication of the level of English for each story.

World Trade
The United States was the leader in
world trade last year.
And, Washington state
was a very important part of this.
It is a powerful link for trade
between Europe, Asia and the U.S.
Our top trading partners are
Japan, Canada and the European Community.
What do you think is this state's top export?
You are right if you said Boeing airplanes.
The next top exports are
lumber and wood products,
agricultural products and aluminum products.

from **Northwest News,** Nov/Dec '90

Northwest News is available for $1.50 for 3 months, $3/6 months, $5/10 months from

Arlene Springer
Humanities/Adult Education Division
North Seattle Community College
9600 College Way North
Seattle, WA 98103

One regular newspaper, Portland's **Oregonian,** includes a literacy page in each Wednesday edition. Several simply-written articles with accompanying photos, phonics exercises, "Tips for Helpers/Using the Lessons," and information about tutoring programs combine to make a useful lesson. Maybe Washington state newspapers need to hear about this kind of feature!

from **The Oregonian,** 12/12/90

HOMEWORK

Although both tutor and student may feel exhausted at the end of a tutoring session, there's still sometimes the nagging feeling that not enough was done. How can we help students practice English on their own? What kind of meaningful homework can we give that will reinforce language that has been taught?

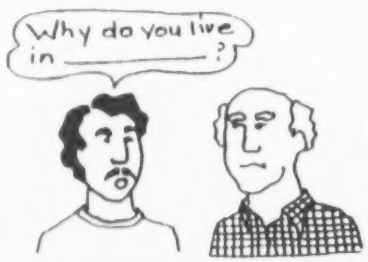
Listening and Speaking Practice

Give the student a tape you've made (perhaps of two of your friends having a conversation, or an ad from the radio, or a song). The topic and vocabulary could be a review of something you've already taught, or may serve as an introduction to something you're planning to teach. The student can listen to the tape on her own - or may have her kids listen with her: help with homework is OK. At your next session, ask her what she heard, what she thinks it's about, what questions she has about the tape. The exercise can serve as a review and warm-up for the day.

Arrange that you and your student will each watch the same TV program on the evening before your next tutoring session. Have her come to class with questions and ideas about what happened on the show. Or if you know a particular program will be on (perhaps a situation comedy re-run of some situation that might be interesting to you student, or a nature program about her homeland), or if you have an appropriate video to loan her, prepare her with some appropriate vocabulary and perhaps conversation about cultural issues, then assign the program as homework, and review it at the next session.

Find out about informational tapes offered over the phone by the library, Cooperative Extension Service, medical society or other local educational groups. Encourage your student to listen to one to see what information she can glean.

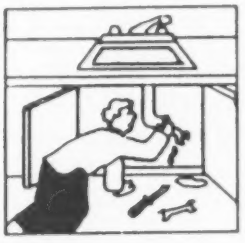
Give your student a social homework assignment. Suggest that she ask a friendly American - the apartment manager, clerk at the corner store, a neighbor - for some specific information. For example - Do you know of a park with a good playground? Have you ever taken the bus downtown - how long does it take? What do you do to get ketchup stains out of cloth? Or, have the student engage in small talk (that you've practiced in class) with a neighbor, then report back to you how it went. Tell her to call you up between sessions occasionally for over-the-phone conversational practice. You and your student might plan a "tea party" sort of event. The student's homework can be to invite one of her and one of your friends to the gathering.



illustrations from <u>In Print,</u> Addison-Wesley Publishing

Have you had a unit on simple home repairs? Homework could include going to the hardware store to ask for and buy the right supplies for a specific repair (e.g., replacing a switch plate or appliance bulb, repairing a plug).

Suggest that she pick one hour (or ten minutes, whatever's realistic for success) each morning and evening (or maybe one particular meal a week) when she'll speak only English with her family.



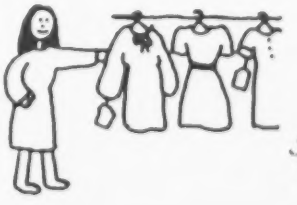
Reading and Writing

Have your low-level student copy one sign she sees between tutoring sessions and bring it for decoding. Have your upper-level student find a newspaper article she can almost read: she reads what she can on her own and brings it to class for further work.

Encourage journal-keeping. At first, require only one entry each time between sessions - homework shouldn't be a burden! Even the lowest-level student can make some sort of entry related to what's being studied: write her child's name or the name of her child's teacher, write her mother's address, draw a picture of something she did or something she remembers. Higher level students can write a sentence or paragraph. Don't correct the entries, but use them as a stimulant to conversation at the next session.

Have the student write the rough draft of a note - perhaps a social note to her sponsor or a thank-you note to the site of a past field trip - as homework, then polish it up as a classtime activity.

Have you studied maps? As homework, have her look in the yellow pages for a hardware or used clothing store near her home. Are you working on job applications? Have her find three businesses in the phone book where she might apply. Is her child in school? Have her save the school newsletter and notes the child brings home. She can make guesses about what each note is about, then work on clarifying it during class. After a few of these, she'll begin to be able to pick out key words.



GETTING INTO A ROLE

Role plays are an interesting and valuable way to help bridge the confidence and skill gap in our students between the class and the outside world. In theory, anything we are teaching our students to do in the world can be practiced first as a role-play or rehearsal within the class. Ideally then, role-plays would come in the middle of a sequence of activities. First, the material would be introduced, contextualized, related to the needs of the students. Second, it would be practiced in several ways, one of which could be the role-play. Finally, the student moves outside the classroom, perhaps with a tutor present for support, and tries out the new language and skills "for real."

The Talk Time program at the Thurston County Refugee Center used a very non-threatening form of role-play to get students used to the idea and also to teach an important difference between American and Southeast Asian cultures. During a break from some other lesson, the students and tutors walked around freely. The tutors were instructed to greet the students and then ask for something - a ride to Tennessee, a loan of $100, whether they could babysit that night. The students, no matter what they were asked, were to smile and respond, "No, I'm sorry, but I can't do that." Through this repetition and humorous role-play, the students were learning to say "no" to requests without feeling impolite.

One tutor and one or more students could do a variation of this exercise. Open with a conversation about one of these dialogs:

A: I'm taking my kids to the zoo today. Do you want to come along?
B: What time are you going?
A: About 2:00.
B: No, I can't go. The baby takes a nap about then. Maybe some other time. Thanks anyway.

C: I'm really in a fix.
D: What's the problem?
C: I've got to work tonight and my babysitter is sick.
D: That's tough.
C: Say, do you think you could watch my kids?
D: No. I'm sorry, but I just couldn't do that. Good luck, though.
C: Yeah. Thanks.

Or, go through some questions with a picture:

Who are these people?

What do you think the man's asking?

What does the woman think?

What does she say?

from **Picture It!**, Regents Publishing

Intermediate and advanced students will be able to participate in a discussion about how people say "no" or refuse or disagree in their cultures, and how American cultural practices may differ. Even low level students may be able to observe or act out with puppets (or small dolls, or stick people drawn on 3 by 5 cards) how one person may be invited to lunch, say "yes," then decide not to come because a relative was coming to visit. Or how another person might be invited and say "no." Demonstrate that Americans expect people to say "no" directly.

With your student, brainstorm many ways to say "no:"

I'm sorry. I can't.	It's just not possible.
I wish I could, but I can't.	No way.
No, I can't do that.	Guess again, buster.
Are you kidding?	Oh, I'm so sorry I can't.

Once you have a list, sort them into polite and not polite categories, then do a drill so the student can practice one or both kinds of responses. Once the student has the pronunciation of the phrase down (that includes not just articulation of the sounds, but also appropriate intonation), add relevant body language (hands on hips and raised chin for abrupt responses, sympathetically wrinkled brow and tipped head for more gentle refusals). Then you can go through a list of requests - you asking, the student refusing appropriately. Be sure to write the list down ahead of time so you can keep the pace quick. Alternate fairly normal requests with some silly ones to keep interest up and the tone light.

Two students, or you and a student, can move on to role-play now. This could begin as a re-enactment of a dialog or picture used previously, only this time the student comes up with original, spontaneous language. Then ask the students to brainstorm situations in which they could have said "no." Select one situation and have the students role-play it. If you have more than two students and if any of those students are shy, don't require that they "perform" a role-play in front of each other: just have them work in pairs to practice the language.

Once students become familiar with the process of role-playing, it becomes a fun way to practice language and prepare for going Out Into the World as well as a way to re-play events that have happened to them, to clarify cultural issues that may have arisen and to expand the student's reserve of English.